GUIDELINES FOR REVIEWING
A CORE READING PROGRAM RUBRIC

Literacy By Design Grade 2

Final Review

Directions for use:
- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. *(Note the placement of the "x" within the grade level columns.)*
- Each indicator must receive a score using the following criteria:
  - 2 – Exceeds expectations
  - 1 – Meets expectations
  - 0 – Does not meet expectations
  - *(For any indicator receiving a 0, comments must be provided justifying the score.)*
- Record the total score for each area in the final row for the section.

CENTER ON INSTRUCTION

INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	1	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	2	
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	1	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	1	
5. Is there a scope and sequence?	X	X	X	X	X	X	X	1	
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	1	The objectives for the teacher are clear, but the student objectives are vague (seem unmeasurable).
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	1	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1	
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	1	
The inclusion of all necessary materials?	X	X	X	X	X	X	X	1	
The consistency of each day's lesson format?	X	X	X	X	X	X	X	1	
Addressing the components of reading every day?	X	X	X	X	X	X	X	1	
11. Is instruction consistently explicit? Is it concise, specific, and related to the	X	X	X	X	X	X	X	1	

objective?									
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	**2**	Almost too much.
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	**1**	Seems to have some, but it's not exceeding.
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	**1**	There is, but don't agree with the order.
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	**1**	Nice explanation of the Gradual Release of Responsibility mode, which will support teachers who may be new to the concept.
Guided practice with feedback?	X	X	X	X	X	X	X	**1**	(See above comment.)
Student practice and application?	X	X	X	X	X	X	X	**1**	(See above comment.)
Cumulative review?	X	X	X	X	X	X	X	**1**	Seems to be embedded, but was difficult to pinpoint specific evidence.
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	**1**	
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	**1**	
18. Does instruction make a clear connection *among* all five components?	X	X	X	X	X	X	X	**1**	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	**1**	Seems to be part of lesson, but not emphasized.
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	**0**	Do not specifically see scaffolding mentioned anywhere. *Publisher's Comment*: Built upon a model of gradual release, Literacy by Design inherently provides the scaffolding necessary for student success at point-of-use within the program resources.
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	**1**	Only during small group Reading Procedures.
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	**1**	Not a lot for the well above average students.

23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	1	
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	1	
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	1	
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	Some, but not enough.
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	2	
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	
30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	1	*Publisher's Comment:* Literacy by Design was crafted to support the entire teaching and learning community as one cohesive unit. Assessment tools inform teachers, reading specialists, ESL teachers and others who might wish to identify exceptional learners, or students who have mastered particular skills. Highly supportive in nature, the instruction is intended for those who are engaged in literacy instruction with children. The author papers within the Professional Handbook offer additional insight concerning some of the most current research-based practices. As the whole-group instruction is supportive of all learners, while including scaffolds for struggling readers and English language learners, the small group instruction is designed to meet students at their level of instruction.
31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	*Publisher's Comment:* Literacy by Design instruction includes whole class and small group lessons for a diverse learning community. Designed to support a true balanced approach to literacy, classroom setting recommendations, classroom management tools and other teaching resources are made available in the program to ensure implementation of instruction with fidelity and ease. Both the Small Group Reading Teacher's Guide and the Comprehensive Teacher's Guide support teachers as they identify the ideal classroom and instructional setting for their students.
TOTAL								39	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonics instruction **explicit**?	X	X	X	X	X	X	X	1	Phonics is well developed but maybe not enough for some lower level students. There is no reason for each skill. There must be a "why" for it to be explicit.
2. Is phonics instruction **systematic**?	X	X	X	X	X	X	X	2	
3. Does phonics instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	1	
4. Is phonics instruction **scaffolded**?	X	X	X	X	X	X	X	1	
5. Does phonics instruction include **cumulative review**?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	
7. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X					1	Did not find any teaching of individual sounds first. Some teaching of short vowels only. Begins with digraphs and assumes understanding of individual letter sounds.
8. Are digraphs taught as single sounds (e.g., /sh/, /ch/, /th/, /ai/, /ea/)?		X	X					1	
9. Are individual sounds in a blend taught?		X	X					1	
10. Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X					1	
11. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X					1	
12. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	2	
13. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	Does not connect digraphs and vowel patterns being learned to spelling words very well.
14. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	1	
15. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	

#	Question								Score	Comments
16.	Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	1	Did not see emphasis as far as students practicing fluency of phonics components specifically. However, teachers do a lot of modeled reading using words with the sounds being practiced.
17.	Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				1	
18.	Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				1	Decodable texts are available for extra practice
19.	Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				2	Good small group support!
20.	Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X				2	
21.	Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				2	
22.	Are irregular words pre-taught before students read connected texts?	X	X	X	X				2	
23.	Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				1	Gone over several times within a week, but not cumulatively.
24.	Is there sufficient practice with individual letter-sounds before larger orthographic units are taught?			X	X				1	Only practice of individual letter sounds was with short vowel sounds and that was limited. Didn't see much of anything on individual letter sounds. Word families were a way to practice initial sounds
25.	Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	Did not see this referred to as chunking (the publisher refers to it as "parts" instead), but is essentially how it is taught when separating by prefix, suffix, etc.
26.	Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	0	There was modeling but not "Think Aloud".
27.	Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	1	Not enough practice with prefixes and suffixes. The parts are discussed, but not given a reason why.
28.	Is instruction explicit in the use of		X	X	X	X	X	X	1	

		K	1	2	3	4	5	6	Score	Comments
	syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?									
29.	Is a section of the program devoted to advances phonics (structural analysis) skills?			X	X	X	X	X	1	Specific information was very difficult to find.
30.	Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	1	(See above comment.)
31.	Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	1	Not a lot of application and practice, but activities are suggested for parents to do at home.
32.	Are word parts that occur with high frequency (e.g., un-, re-, in-, and –ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	1	
33.	Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	0	Could not find.
34.	Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	1	
35.	Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	
TOTAL									**39**	

FLUENCY (F)		K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1.	Is fluency instruction **explicit**?	X	X	X	X	X	X	X	1	Not explicitly explained.
2.	Is fluency instruction **systematic**?	X	X	X	X	X	X	X	1	
3.	Does fluency instruction include **coordinated instructional sequences** and **routines?**	X	X	X	X	X	X	X	2	
4.	Is fluency instruction **scaffolded**?	X	X	X	X	X	X	X	1	
5.	Does fluency instruction include **cumulative review**?	X	X	X	X	X	X	X	1	Not much practice for low or very high students.
6.	Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	1	

#	Question								Score	Comments
7.	Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	1	
8.	Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	2	
9.	Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	Only saw evidence of teacher feedback during Small Group instruction.
10.	Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	2	
11.	Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	2	
12.	Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
13.	Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	Did not see this emphasized anywhere.
14.	Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	1	
15.	Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	1	Seems to be introduced at same time during Small Group instruction.
16.	Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	1	
17.	Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	1	
18.	Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	1	
19.	After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	0	Did not see anywhere in which teachers were encouraged to do this with students.
20.	Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	1	Plenty for average readers, not as much for low readers.
21.	Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	1	
22.	Does the program clearly show the		X	X	X	X	X	X	1	Gives rubrics for characteristics of

	K	1	2	3	4	5	6	Score	Comments
teacher how to determine independent, instructional, and frustrational reading levels for individual students?									different levels.
23. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	1	
24. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	0	Did not see where students can do this themselves. Computer program will do it for teachers
25. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	1	Not specifically, but gives ways to group students in the "Overview".
26. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	0	No evidence seen.
27. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	1	
28. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	1	
TOTAL								29	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is vocabulary instruction **explicit**?	X	X	X	X	X	X	X	2	
2. Is vocabulary instruction **systematic**?	X	X	X	X	X	X	X	2	
3. Does vocabulary instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	2	
4. Is vocabulary instruction **scaffolded**?	X	X	X	X	X	X	X	2	
5. Does vocabulary instruction include **cumulative review**?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in **vocabulary**?	X	X	X	X	X	X	X	1	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	1	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	2	
10. Does the program include frequent use	X	X	X	X	X	X	X	2	

Question								Rating	Comments
of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?									
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	1	
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	1	Mainly just before reading.
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	1	
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	1	Felt as though some high frequency words were left out.
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	1	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	1	
Clarifying the word with examples?	X	X	X	X	X	X	X	1	
Checking students' understanding?	X	X	X	X	X	X	X	1	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	1	There is a variety of genre so it is assumed the words are repeated throughout lesson/themes. Hard to rate since we don't have leveled readers.
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	2	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	2	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	Seems very basic, same story over and over. (See comment for # 16)
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	1	
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	Evident in the connections to writing.
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	1	

		K	1	2	3	4	5	6	Score	Comments
21.	Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	1	Only a few lessons on this and did not see emphasis on using it as a strategy for word meaning
22.	Are various aspects of word study included (either under vocabulary or word recognition) such as:									
	Concepts of word meaning?	X	X	X	X	X	X	X	1	
	Multiple meanings?	X	X	X	X	X	X	X	0	Not evident.
	Synonyms?	X	X	X	X	X	X	X	0	Did not see any lesson on this.
	Antonyms?	X	X	X	X	X	X	X	1	Only found one lesson on this.
	Homonyms?		X	X	X	X	X	X	0	Did not see any lesson on this.
	Figurative meanings?		X	X	X	X	X	X	0	Did not see any lesson on this.
	Morphemic analysis?			X	X	X	X	X	0	Did not see any lesson on this.
23.	Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	1	*Publisher's Comment:* Sourcebook glossaries in Literacy by Design provide a customized, grade-level reference for students.
24.	Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
25.	Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	0	Could only find computer programs for Comprehension and Fluency
TOTAL									**39**	

COMPREHENSION (C)		K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1.	Is comprehension instruction explicit?	X	X	X	X	X	X	X	1	Some strategies were not taught in whole group but in small group. This is okay depending on how small groups are planned.
2.	Is comprehension instruction systematic?	X	X	X	X	X	X	X	1	
3.	Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	1	
4.	Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	2	
5.	Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	1	
6.	Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	1	

#	Question								Score	Comments
7.	Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	2	Evident via teacher "think alongs" and "think togethers".
8.	When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	
9.	Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	1	
10.	Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	1	
11.	Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	2	
12.	Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	2	
13.	Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	1	Really liked the small group lessons and explanations.
14.	Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	1	Instruction begins with teacher reading aloud from a longer passage.
15.	Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	This seems to be assumed, but did not see where it is explicitly taught.
16.	Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	2	Publisher calls them "think alongs".
17.	Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	1	
18.	Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	2	
19.	Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	
20.	Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	1	
21.	Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	1	
22.	Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	2	

23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	1	
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)	X	X	X	X	X	X	X	1	Saw a lesson for supporting details, then students are supposed to "link" this to main idea.
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	1	More large group than small group.
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	1	Only saw one lesson for each and did not see it used for retelling story.
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	0	Did not see comparing two versions of the same story.
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	Introduced in whole group instruction.
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	2	
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	1	
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	1	
Retelling?	X	X	X	X	X	X	X	1	Found one lesson that was about retelling.
Main idea?	X	X	X	X	X	X	X	1	Did not find a lesson on this specifically.
Summarization?	X	X	X	X	X	X	X	1	
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	1	Seems that students will not be able to use strategies without prompting due to a lack of explicit instruction.
TOTAL								43	

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	2	
2. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	2	
TOTAL								4	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	1	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1	Did not see where teachers are encouraged to relate learning to everyday lives. Some of this may occur when they use the Make Connections strategy.
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	1	
TOTAL								4	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	1	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	
3. Do the assessments identify students who are at risk or already experiencing difficulty	X	X	X	X	X	X	X	1	

learning to read?								
TOTAL							**3**	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	**Comments** *(examples, strengths, concerns, questions)*
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	Hard to rate this as it doesn't really say how long the initial training takes. Resources are provided on line 24 hours and checkpoint meetings are also available.
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	1	
TOTAL								**5**	*Publisher's Comment*: More customized professional development options are available in the PD brochure at a charge.